

2009

# Materials Selection and Collection Development Policy

Maine State Library

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**MAINE STATE LIBRARY**

**MATERIALS SELECTION  
&  
COLLECTION DEVELOPMENT POLICY**

**Reference Department  
2009**

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# **INTRODUCTORY INFORMATION**

## **PURPOSE**

The purpose of this document is to describe how materials for the Maine State Library are selected, maintained and evaluated, and to inform the public about the principles of material selection. The approval and adoption of the Materials Selection & Collection Development Policy is the responsibility of the State Librarian. Implementation of the policy is the responsibility of the Director of Reader & Information Services Division or his/her designee. The policy will be reviewed for possible revision every three years.

## **MISSION STATEMENT**

The purpose of the Maine State Library is to lead in efforts that will provide, broaden, and improve access to information and library services regardless of location of residency. To accomplish this effort the Maine State Library is divided into two divisions: Reader and Information Services and Library Development. The Reader and Information Services Division provides for the delivery of quality information, reference and loan services to state agency personnel and to the general public. This includes supporting and complementing the collections of all types of libraries throughout the state.

## **MANDATES AND GOALS**

The purchase of books, periodicals, audio books, DVDs, emerging technology and allied materials in the public services area of the Maine State Library supports the following mandates and goals:

1. To serve as the premier library on the history, resources and publications of Maine;
2. To serve as the major depository for state government publications;
3. To serve as a resource for state government (except legal and regulatory information, and except when an agency has its own library collection);
4. To supplement the library resources of the Central Maine Library District;
5. To serve the subject needs of Maine citizens not served by a local library; and
6. To provide free and open access to materials as defined in the American Library Association policies on Intellectual Freedom.

## **RESPONSIBILITY FOR THE SELECTION OF MATERIAL**

The ultimate responsibility for materials selection lies with the State Librarian. The State Librarian may delegate the authority to interpret, define and implement this responsibility to

the Director of Reader and Information Services and/or the Section Supervisor of Collection Services. Staff members involved with identifying potential items to collect include: the Outreach Services Section Supervisor, the Coordinator of Reference and Research Services and librarians reporting to these areas. These staff members will know the goals, objectives and guidelines of selection and will combine this knowledge with their professional skills and expertise in making recommendations.

## SELECTION PRIORITIES

Priorities are determined primarily by statute and secondarily by the above stated goals.

Relevant statutory language from Statute [27 MRSA 2](#) (Appendix A):

Library Contents: The State Librarian shall procure and keep in the State Library the following:

- A. Histories of this State, its counties and its towns;
- B. Histories of all countries;
- C. Family histories;
- D. Works on the arts and sciences, with special reference to agriculture, forestry, fishing, manufacturing, shipbuilding and road making;
- E. Maps, charts, plans, manuscripts and statistical and other publications relating to the financial, social, religious and educational condition of this State and then of the world as fast as the State furnishes the necessary means;
- F. Full and complete sets of all the documents printed by the State; and
- G. Full and complete sets of the reports of the towns, cities and counties of this State.

State Library Discretion Categories: Any or all of the following will guide acquisition of materials of contemporary or timely significance:

- A. Current and projected demand for the item;
- B. The presence or absence of strong library collections in Maine on the particular subject;
- C. Quality as reflected in professional reviews of the item;
- D. The uniqueness of approach, or a subject point of view not already covered in the collection;
- E. The adequacy of current coverage of a topic;
- F. Cost in light of conflicting demands on the book budget;
- G. The long term value of the item to the collection;
- H. The reputation of the author/publisher of the item; and
- I. The presence of multiple copies of a specific title within the libraries of Maine as represented by MaineCat holdings.

## Audience

Selection will generally concentrate on non-fiction, with a few exceptions noted below. Reading level will be sixth grade students or higher. Highly technical or advanced academic research presentations will be restricted to items needed by state government.

# MAINE AUTHOR COLLECTION

## LOCATION

The Maine Author Collection (MAC) includes fiction, poetry, and non-fiction that meets specific criteria explained below. The Maine Room is a temperature-controlled space that is limited to MAC fiction, poetry, and some non-fiction titles as well as historical photograph collections. All copies in the Maine Room are designated "Library Use Only." Other MAC titles are housed in the circulating collection, with one copy designated for "Library Use Only."

## MAINE AUTHOR CRITERIA

A Maine author or illustrator is defined as someone who was born in Maine or fulfills the residence requirement by one of the following: being a long-time Maine summer resident, maintaining a residence in this state, or dividing time between Maine and another location. Maine college and university faculty who are also full-time Maine residents are included as are presenters/contributors to writing, literary, historic, or academic workshops founded and continuously held in Maine. Should authors leave the state, works written during the time they lived in Maine will be kept in the collection. Likewise, titles by non-native Maine authors will be collected and kept in MAC if such titles are written while the author is a Maine resident.

## SPECIFIC COLLECTION CRITERIA

Fiction, non-fiction, and poetry titles must meet additional specific criteria for inclusion in MAC. New editions, reprints, or foreign language editions of titles in MAC will be added only if they have substantially new or significantly edited text or are the original versions of works that were previously published in edited versions. Copies of titles by Maine authors that do not meet these criteria and are currently housed in MAC will be shifted to the circulating stacks and become available for loan.

### Fiction and Poetry

Inclusion of fiction and poetry in MAC is determined primarily by authorship or publishing credentials. Authors must have a widespread literary reputation, as evidenced by national awards or reviews in national publications, or the titles must be published by national/mainstream publishing houses, academic presses, or specialized poetry presses, or have a Maine publishing imprint other than of the writer.

MAC also includes novels with significant historical, social, or cultural subject matter involving the state of Maine. Short story anthologies will be included if the title does not already appear in a book owned by MSL. Anthologies of poems by poets from Maine and/or the Northeast U.S. will be included.

No more than two copies of each fiction and poetry title will be purchased with one copy being designated "Library Use Only."

## Non-fiction

MAC includes titles by Maine artists and photographers and historically significant books of Maine photographs. One "Library Use Only" copy is collected in addition to two circulating copies.

MAC also includes multiple copies of titles about Maine's history, culture, and natural history as well as socio-cultural studies and titles about Maine's local history, regardless of the author's residency. One of these copies is designated "Library Use Only."

Other books from subject areas not wholly or in part about Maine will be assessed on a case-by-case basis; however, there will be at least one copy purchased for "Library Use Only." There will be one "Library Use Only" copy of genealogies and one circulating copy of cookbooks.

Travel guides for Maine are not included in MAC, but older editions of these will be retained in the Storehouse.

## Children's Books

MAC includes one copy of children's books by Maine authors or illustrators who meet the criteria; likewise, MAC includes one copy of children's books about Maine by non-Maine authors. Lupine Award winning titles are labeled as such.

## ALTERNATIVE FORMATS

Purchase of videos, CDs, DVDs, etc., composed, spoken or directed by Maine authors or set in Maine (excluding music CDs) will be purchased if the item is *only* available in that format and as space allows. The decision to purchase titles in these formats is at the discretion of the State Librarian or his/her designee.

## OTHER SPECIAL COLLECTIONS

### MAINE VERTICAL FILE

The Maine Vertical File is a series of files containing pamphlets, clippings from newspapers and magazines not readily available in electronic format, and other types of ephemeral materials. The files are weeded on a continuous cycle designed to refresh each file every three years. The files will be duplicated in digitized format as resources become available.

### MAPS

As many maps and atlases of Maine as possible are included with special emphasis on historical maps. In addition, current maps of Maine and other locations are collected. Contemporary maps are weeded on a continuous cycle designed to refresh local maps every five years or as they become available. The map collection will be duplicated in digitized format as resources become available.

### AUDIO COLLECTION

Contemporary, non-fiction, unabridged audio CDs are collected with an emphasis on the needs of state government employees and members of the Maine State Legislature. Emerging audio technologies will also be considered for purchase. When unabridged audio books are either unavailable or prohibitively priced, abridgements may be purchased.

A portion of the collection is housed off-site at the Maine State Law & Legislative Reference Library. The off-site collection is rotated twice a year and is weeded on the same schedule as the stacks collection.

Audio editions of fiction titles are well covered by public libraries within MaineCat. They will not be purchased by MSL unless by a Maine author and unavailable in any other format.

### PERIODICALS

In general, periodicals are collected with the same emphasis as the circulating and reference collections. An effort is made to maintain current subscriptions to all Maine newspapers except for those whose content is over 90% advertising. Newsletters will be considered for collection if they:

- A) Are published in Maine by a Maine-based organization;
- B) Include substantive articles on issues, events, people or places of significance to Maine;
- C) Include articles of current interest and/or historic value to Maine;

- D) Show an indication of being published on a regular basis for an extended time period;  
and
- E) Are not cost prohibitive.

## FEDERAL GOVERNMENT DOCUMENTS

Although the Maine State Library is no longer a federal depository, federal documents will be collected using highly selective policies. A full federal document depository is located at the University of Maine at Orono and represents “the existence of extensive local collections on a specific subject area outside the State Library.”

## MAINE STATE GOVERNMENT DOCUMENTS

The State Library’s collection of state documents is comprehensive. Each department, bureau, and agency is required by law to deposit copies of its publications with the State Library for retention and distribution to other depository libraries in Maine and elsewhere. Every attempt is made to acquire and maintain state documents including those available only in electronic formats.

## REFERENCE COLLECTION

A carefully chosen collection of materials designed to answer ready reference inquiries will be maintained as a separately shelved non-circulating collection. Materials selected for the reference collection will provide unique, factual, up-to-date information not easily found in electronic sources.

Often multiple sources for the same reference materials are available. In those cases, some versions will be placed in the circulating collection. Examples include college directories and dictionaries. When similar sources do not overlap significantly, for example quotation guides, multiple versions will remain in reference.

Reference materials designed to provide in-depth responses to reference inquiries will be shelved in the circulating collection for use by library patrons throughout Maine. As needed, entire reference sets will be circulated to libraries throughout the Central Maine District. Where available, preference will be given to adding reference materials in electronic format. Electronic reference sources will be evaluated for the collection based on subject matter, ease of use, and price. When possible, access to electronic reference sources will be made available to off-site patrons.

## MATERIAL FORMAT

### DIGITIZED COLLECTION

Efforts will be made to digitize collections unique to the State Library. A priority list of materials to be digitized will be established. Priorities will be based on demand for material, condition of material and historical value of material. As material is digitized it will be added to URSUS. Original materials will continue to be housed even after digitization.

### E-BOOKS

E-books are not currently collected by the State Library. Access to E-books is through Maine Infonet. E-books by Maine authors which are available only in E-book format will be considered for inclusion in the collection.

### MICROFORMS

A variety of materials are available in microform. Print copies of some newspapers are replaced with microfilm after two months or when the film becomes available.

## GIFTS

Gifts of books, periodicals, maps and other library materials are appreciated but can only be accepted within the general collection development policy of the Library as stated in this document. Acceptance of gifts is made with the understanding that there are no limiting conditions or restrictions regarding their disposition; ownership is held exclusively by the Maine State Library. Disposal of gifts is at the discretion of the library staff. Effort shall be made to distribute gifts to other libraries in Maine. Only in extremely rare instances would the State Library consider acquiring a collection that would remain intact. The State Library cannot offer appraisals of items or collections, nor estimate the value of a gift once accepted. Donors are responsible for determining estimates for tax purposes.

## CHALLENGED MATERIALS

Objections to the MSL owning a particular item will be governed by the following three American Library Association guidelines: [Library Bill of Rights](#), [Challenged Materials: An Interpretation of the Library Bill of Rights](#), and [Freedom to Read Statement](#) (Appendices C, D, and E). The challenger will be offered the opportunity to fill out a *Request for Reconsideration of an Item* (Appendix F). The request will be reviewed by the full reference

staff and a recommendation forwarded to the State Librarian who will issue a written decision to the challenger.

## SELECTION PROCEDURE

Identification of materials to be selected for the library collections follows a variety of paths. The majority of materials to be added to the collection are identified in standard review sources by members of the reference staff.

Standard review sources include:

*AudioFile      Library Journal      Booklist      New York Times Book Review*  
*Kirkus          Publisher's Weekly      Reference and Users Services Quarterly*

Materials are also identified via:

- Lists for Maine authors maintained by the collection development staff;
- Publishers' catalogs and advertisements;
- Standing orders. Materials which are automatically updated should be reviewed by the reference staff on a bi-annual basis to determine if the title continues to meet the needs of the Library in a print format;
- Staff recommendations based on reviews in alternative review sources;
- Patrons' suggestions. Patrons who suggest titles will be notified of the decision whether or not to purchase. Titles purchased in response to a patron's request will be made available to that patron. When a title is not purchased in response to patron request, the patron will be offered the opportunity to acquire the material via Interlibrary Loan;
- Statutory mandates. This includes town reports and agency publications;
- Weeding criteria. Materials damaged but still appropriate for the collection will be identified.

Each title is considered according to some or all of the following criteria: reviews; examination; authors; format; date; series; editions; publishers; price and holdings.

Once materials are identified, the bibliographic information is forwarded to the Director of Reader & Information Services Division or his/her designee for final purchase decisions. Once a decision to purchase has been made, members of the Collection Development Staff order and process materials. Every effort will be made to add all materials collected to the library OPAC (Online Public Access Catalog).

## SELECTION CATEGORIES

Selection categories and level of collection are mandated by [Statute 27 MRSA 2](#) (Appendix A) and [Statute 27 MRSA 110 Sub-Sections 2 & 12](#) (Appendix B).

### **Comprehensive**

Complete coverage with all identifiable non-ephemeral resources of the following items are defined in [Statute 27 MRSA 2](#) (Appendix A):

Maine  
Town histories  
Town reports  
Histories of countries

State histories  
Family histories  
City reports

County histories  
State documents  
County Reports

### **Strong**

Broad coverage which would satisfy in-depth research needs. Topics collected at this level include those specifically indicated in [Statute 27 MRSA 2](#) and [Statute 27 MRSA 110 Sub-Sections 2 & 12](#). The existence of extensive local collections on a specific subject area outside the State Library may influence the designation of a “strong” or a “basic” collection designation.

### **Basic**

A collection of general materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, selected editions and other reference works, historical survey, bibliographies, handbooks and other reference tools, in the minimum number that will serve the purpose. Subjects referred to in general terms within [Statute, Title 27](#).

### **Minimal**

Subjects not referred to within the specific mandate of [Statute, Title 27](#) but which may be useful for responding to demand.

### **Out of Scope**

Materials in this area are generally available through public and other library sources. Included are popular fiction by non-Maine authors and children’s materials by non-Maine authors.

Dewey classes not specifically covered by this policy will be collected at the minimal level.

## WEEDING PROCEDURE

The physical restraints of the library require that some older items are discarded to make room for new items. The following guidelines are designed to serve as a backdrop to the process of identifying items which may be suitable for discarding.

All decisions to discard are made by members of the library professional staff. The staff will use discretion based on experience, areas of expertise and professional skills in making a determination of which items to ultimately keep or discard from the collection. The Director or his/her designee is responsible for the final decision of items to add or remove from the collection.

Effort should be taken in weeding to maintain at least one copy in the MaineCat system. When a statewide last copy policy is established, MSL will support that policy. Items which otherwise meet the criteria for weeding will be retained MSL holds one of 3 or fewer copies left in the MaineCat.

## DEFINED WEEDING CRITERIA

Weeding of materials will be based on the [Crew Guidelines](#), developed by the Texas State Library and Archives Commission. The following explains each item of the system:

- 1) The first figure refers to the years since the book's latest copyright date (age of material in the book.) Unless otherwise noted the default date to be considered for weeding is ten years;
- 2) The second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation.) Unless otherwise noted the default years without circulation to be considered for weeding is five;
- 3) The third refers to the presence of various negative factors, called **MUSTIE** factors:

M = **M**isleading (and/or factually inaccurate)

U = **U**gly (worn and beyond mending or rebinding)

S = **S**uperseded (by a truly new edition or by a much better book on the subject)

T = **T**rivial (of no discernible literary or scientific merit)

I = **I**rrelevant to the needs and interests of your community

E = The material may be obtained expeditiously **E**lsewhere through interlibrary loan or reciprocal borrowing.

# COLLECTION DEVELOPMENT & WEEDING BY DEWEY CLASS

## EXPLANATION

### Collection Development Chart

- Specific **Dewey** classes
- Collection levels for **Maine** Collection and **General** Collection (from Selection Categories, p. 10)

**Collection and Weeding Details:** *Italicized description follows each collection chart.*

000 (Generalities)	Collection Level		
Topic	Dewey	Maine	General
Computer Science	004	B	B
Bibliographies	010	S	M
Library Science	020	C	S
Specialized Collecting		B	B
Encyclopedias	030	C	S
Indexes	050	B	B
Journalism	070	C	B

### 004 (Computers) 3/5/MUSTIE

*As computing and software standards change rapidly, books on computers are seldom useful after 3 years. Some materials on the history and theory of computing may be kept for longer periods if more recent replacements are not available.*

### 010 (Bibliography) 10/5/MUSTIE

*Printed bibliographies are rarely the most current or valuable resource for obtaining information. Only acquire and maintain where unique coverage is demonstrated.*

### 020 (Library & Information Science) 20/5/MUSTIE

*An extensive professional collection is needed to support librarians and libraries throughout the state. Discard all that do not conform to current, acceptable practice.*

### 030 (General Encyclopedias)

*Evaluate the print versus on-line editions of encyclopedias. Replace print editions on a rotating basis, purchasing 1 new encyclopedia set at least every 3 years. The newest edition of each general encyclopedia will be in reference. 1 older edition will circulate.*

### 050 (Indexes)

*Print indexing has been replaced with electronic indexing for all but the most esoteric sources. Indexes covering periods prior to 2000 should be maintained. Contemporary indexes should be constantly evaluated for utility.*

### 070 (Journalism) 10/5/MUSTIE

### Other 000's 20/4/MUSTIE

*Trivia may be kept indefinitely.*

**100 (Philosophy and Psychology) Collection Level**

Topic	Dewey	Maine	General
Philosophy	100	B	B
Paranormal	130	B	B
Psychology	150		
Self Help		S	S
Practical		S	S
Theoretical		B	B
History Of		S	B

**100 (Philosophy) 10/5/MUSTIE**

*Titles by major authors and/or major schools of philosophy should be maintained. Classics should be replaced as new translations become standard.*

**130 (Paranormal Phenomena) 20/5MUSTIE**

*Titles should be kept until worn. As demand for this area, remains effort should be made to add titles.*

**150 (Psychology) 10/5/MUSTIE**

*Keep abreast of new and popular topics, especially self-help. Replace works on clinical, comparative and developmental psychology within 5 to 8 years.*

**200 (Religion) Collection Level**

Topic	Dewey	Maine	General
Religion	200	B	B
Maine Churches And Sects		S	B
Fundamental Scriptures		S	S
Popularized Doctrine		S	B
General Sectarian Histories		B	B
Proselytizing		O	O

*Acquire something up-to-date on each religion represented by a church, synagogue, or other assembly in the state. Include timely and comprehensive information on the 6 major international religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism. Take care to avoid adding proselytizing materials or materials donated by specific religious groups seeking converts.*

**300 (Social Sciences) Collection Level**

Topic	Dewey	Maine	General
Sociology	301	B	B
Statistical Methods	310	B	B
Political Science	320	S	B
Economics	330		
Personal Money Management		S	S
Personal Investment		S	S
Real Estate		S	S
Theoretical		B	B
Law	340	B	B
Public Administration	350	S	B

Public Welfare	360	S	B
Education	370	S	B
Commerce	380	B	B
Customs And Folklore	390	S	B

### **301 (Sociology) 10/5/MUSTIE**

*See that controversial issues are represented from all viewpoints and that information is current, accurate and fair.*

### **310 (General Statistics)**

*Almanacs are seldom of much use after two years; add one, discard one every year, to keep only last three years in the collection. Copies from past years should be transferred from reference to circulating when superseded by new editions. Historical almanacs should be maintained until superseded.*

### **320 (Political Science) 10/5/MUSTIE**

*Titles directly related to Maine politics should be kept longer than general titles. Care should be taken in selecting autobiographies of non-Maine politicians.*

### **330 (Economics) 10/5/MUSTIE**

*Update items available in revised editions. Be aware of radical changes in statutes, regulations, or general climate for a particular type of investment. Well-known authors with no newer books available and items intended as histories of a particular era may be retained.*

### **340 (Law)**

*Collect very lightly. Refer patrons to the Law and Legislative Library. **Never** keep superseded editions.*

### **350 (Public Administration) 10/5/MUSTIE**

*Keep up-to-date; replace when federal administrations change or constitutional reforms occur. Retain state materials indefinitely.*

### **360 (Social Services) 5/5/MUSTIE**

*Discard career materials after 5 years; older reference copies may be circulated. Pay close attention to revisions in standard test books (GED, ACT, etc.). Some may be retained for 10 years or longer if certain sections have not changed.*

### **370 (Education) 10/5/MUSTIE**

*Keep historical materials only if used. Discard outdated theories.*

### **380 (Commerce) MUSTIE**

*Titles on the industries that are mentioned in the Statute should be deliberately sought and kept. Titles on other industries which are vital to the Maine economy should also be collected.*

### **390 (Customs, Folklore, Etiquette) 10/5/MUSTIE**

*Keep standard works; update etiquette as available discarding older titles.*

### **400 (Language)**

#### **Collection Level**

<b>Topic</b>	<b>Dewey</b>	<b>Maine</b>	<b>General</b>
Foreign Language Titles	400	O	O
Dictionaries		B	B
Grammar		M	M
English	420	B	B
Dictionaries		B	B
Grammar		B	B

ESL		S	S
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#### **400 Foreign Languages MUSTIE**

*Retain at least 1, but not more than 3, grammar/dictionary for every language available. Keep only 1 foreign language dictionary per language in the Reference collection. Replace with newer editions as they become available. Obtain at least 1 or 2 CD teaching sets for each language available.*

#### **420 English as a Second Language 10/5/MUSTIE**

*ESL titles should be acquired and kept up-to-date.*

#### **500 (Natural Sciences)**

#### **Collection Level**

<b>Topic</b>	<b>Dewey</b>	<b>Maine</b>	<b>General</b>
Physical Sciences	500	B	B
Mathematics	510	B	B
Astronomy	520	B	B
Physics	530	B	B
Chemistry	540	B	B
Earth Sciences	550	B	B
Paleontology	560	B	B
Life Sciences	570	B	B
Botanical Sciences	580	S	B
Zoological Sciences	590	S	B

*Carefully evaluate anything over 5 years old, except botany and natural history. Replace worn classics or significant historical works with new editions. All general materials should be replaced when new developments occur in the field. Pay particular attention to the physics, environmental issues, and astronomy sections.*

#### **500 (Physical Sciences) 10/5/MUSTIE**

#### **510 (Mathematics) 10/5/MUSTIE**

*Replace older materials on algebra, geometry, trigonometry, and calculus with revised editions. Avoid textbooks.*

#### **520 (Astronomy) 10/5/MUSTIE**

#### **530 (Physics) 10/5/MUSTIE**

#### **540 (Chemistry) 10/5/MUSTIE**

#### **550 (Earth Sciences) 10/5/MUSTIE**

*Geology books on specific regions, especially Maine, should be kept indefinitely, or until superseded by newer editions. Field guides for amateur fossil, gem, and rock hunters can be kept indefinitely if physical condition allows, unless the area described has changed dramatically through man-made developments and/ or natural events.*

#### **560 (Paleontology) 10/5/MUSTIE**

#### **570 (Life Sciences) 10/5/MUSTIE**

#### **580 (Botanical Sciences) 10/5/MUSTIE**

#### **590 (Zoological Sciences) 10/5/MUSTIE**

#### **600 (Technology, Applied Sciences) Collection Level**

<b>Topic</b>	<b>Dewey</b>	<b>Maine</b>	<b>General</b>
Technology General	600	B	B

Medicine	610	S	S
Physical Education	613	B	B
Engineering	620	B	B
Mining	622	S	B
Shipyards	623	S	B
Roads	624	S	B
Agriculture	630	S	B
Forestry	634	S	B
Domestic Arts	640	B	B
Cookery	641	B	B
Parenting	649	S	S
Business	650	S	B
Office Management		S	S
Accounting		S	S
Small Business		S	S
Resume Writing		S	S
Career Planning;Job Search		S	S
Manufacturing	670	S	B
Building Construction	690	S	S
Home Repair		S	S

#### **610 (Medicine) 5/3/MUSTIE**

*Anatomy and Physiology change very little and can be kept longer than other health care topics. Keep only the current year plus 1 previous year (one reference, one circulating) of PDR and other prescription and over-the-counter drug directories, replacing when new editions become available.*

#### **620 (Engineering & allied operations) 10/5/MUSTIE**

*Many industries in the 620s are collected by Statute. Where titles have direct Maine connections they should be retained indefinitely.*

#### **630 (Agriculture) 10/5/MUSTIE**

*Be especially aware of trends in Maine agriculture.*

#### **635 (Horticulture) 20/5/MUSTIE**

*General gardening books may be useful for up to 20 years, so circulation is the main weeding criteria. Books about propagation of specific flowers or plants are considered outdated after 10 years. Pay special attention to horticulture for Maine climate zones.*

#### **640 (Home Economics) 10/5/MUSTIE**

*Be strict with old sewing and grooming materials in which styles change rapidly. Keep cookbooks unless little used; replace worn popular titles.*

#### **649 (Child Rearing) 10/5/MUSTIE**

*Keep abreast of changing trends and new theories. Replace older editions of standard works with current editions.*

#### **670 (Manufacturing) MUSTIE**

*Keep books on old clocks, guns, and toys since these items are often collected. Also keep works on tools, farm implements, etc. that are still used. Special emphasis is placed on Maine industries.*

#### **690 (Building Construction and Home Repair) 10/5/MUSTIE**

*Materials on current best practices with emphasis on weatherization, solar power and other topics of interest should be identified and retained.*

### Other 600's (Also Business) MUSTIE

*Technology is making such rapid advances that any materials over 5 years old are to be viewed with suspicion; especially those dealing with drugs, space technology, sex education, radio, television, medicine, and office skills. [Check to see if resources contain any information of historical value.] One major exception: Repair manuals for older cars and appliances should be kept as long as such items are generally kept in your community; replace when they become filthy or worn from use.*

700 (The Arts)		Collection Level	
Topic	Dewey	Maine	General
Art	701	S	B
Landscaping	710	S	B
Architecture	720	S	B
Antiques Collectibles	745	B	B
Crafts	745	B	B
Painting	750	S	B
Graphic Arts	760	B	B
Photography	770	B	B
Music	780	B	B
Recreation	790		
Theater		S	B
Games		S	B
Athletics		S	B
Fishing/Hunting		S	B
Performing Arts	792		

### 745 (Decorative Arts) 10/5/MUSTIE

*Retain basic technique books if well-illustrated; replace worn and dated materials. Keep all materials on the history of interior design that are in acceptable condition. Discard general home decorating ideas after 10 years unless the decorating style becomes established as a distinct aspect of American interior design (e.g. "Southwestern," or "high-tech"). Keep stamp and coin catalogues up-to-date. Historical treatments of ancient, foreign, and commemorative coins may be kept indefinitely, unless the focus is market valuation, then keep no more than 5 years.*

### 770 (Photography) 10/5/MUSTIE

*Check closely for outdated techniques, and especially outdated equipment; if in doubt, check with local photography club or buffs.*

### 790 (Recreation) 10/5/MUSTIE

*Discard and replace as rules and interests change.*

### Other 700's MUSTIE

*Keep all basic materials, especially histories of art and music. Replace with new editions when they become worn and unattractive.*

800 (Literature)		Collection Level	
Topic	Dewey	Maine	General
Literature	810		
Maine		C	C

Quotations		C	B
Criticism And Bio Major Authors		C	B
Foreign Language		S	M
Classics		C	B

*Because MSL is an Area Resource Center serving the Central Maine District, it is important to collect and retain "classic" literature. Keep basic materials, especially criticism of classic writers. Works by and about Maine authors should be retained indefinitely.*

<b>900 (Geography and History)</b>		<b>Collection Level</b>	
<b>Topic</b>	<b>Dewey</b>	<b>Maine</b>	<b>General</b>
History	900	C	B
U.S.	970	S	S
Geography	910	C	B
Travel	910	C	S
Biography	920	C	S
Genealogy	920	C	B
Maine history	974	C	B

### **910 (Geography and Travel) 10/5/MUSTIE**

*No more than 2 guidebooks are needed for any area or attraction outside of Maine. Standing orders for guidebooks should be set on biennial rather than annual basis with alternating series purchased. 1 copy of standard Maine guidebooks should be maintained for historical coverage.*

#### **974.1 (Maine History)**

*Collect one to three copies of all items identified. 1 copy should be labeled LUO. Retain indefinitely.*

### **B or 92 (Biography) 10/5/MUSTIE**

*With the exception of individuals directly associated with Maine, it is rare that more than 3 biographies per person should be needed. Letters, journals and autobiographical series can be excepted from the total count. For individuals best known for popular culture (e.g. actors, musicians) a single biography is often sufficient. Popular culture biographies should be weeded after 10 years or when interest has faded. Newer biographies should replace older biographies unless the older version is written by a Maine author or is recognized as a definitive version.*

## ACKNOWLEDGEMENTS

This document draws upon a variety of sources which have been adapted to the needs of the Maine State Library. Among the sources consulted were:

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Maine State Library Reader and Information Services Division. *Selection Policy*. Augusta: Maine State Library, 1986.

Me. Rev. Stat. Ann. Title 27, Sec. 2 ([Library Contents](#)).

Me. Rev. Stat. Ann. Title 27, Sec. 110, Sub-Sections 2, 12 ([Area Reference and Resource Center, Research Center](#)).

Sara Hightower Regional Library. [Collection Development Policy](http://www.georgialibraries.org/lib/collection/shrl.pdf). Dev. Melanie Caldwell. Rome: Sara Hightower Regional Library, May 15, 1995. <http://www.georgialibraries.org/lib/collection/shrl.pdf> (Accessed: Oct. 1, 2008).

# APPENDIX A

## Title 27: LIBRARIES, HISTORY, CULTURE AND ART

### Chapter 1: STATE LIBRARY

#### Subchapter 1: STATE LIBRARIAN

#### §2. Contents; exchange

**1. Library contents.** The State Librarian shall procure and keep in the State Library the following:

A. Histories of this State, its counties and its towns; [1979, c. 541, Pt. A, §185 (NEW).]

B. Histories of all countries; [1979, c. 541, Pt. A, §185 (NEW).]

C. Family histories; [1979, c. 541, Pt. A, §185 (NEW).]

D. Works on the arts and sciences, with special reference to agriculture, forestry, fishing, manufacturers, shipbuilding and road making; [1979, c. 541, Pt. A, §185 (NEW).]

E. Maps, charts, plans, manuscripts and statistical and other publications relating to the financial, social, religious and educational condition of this State and then of the world as fast as the State furnishes the necessary means; [1979, c. 571, Pt. A, §185 (NEW).]

F. Full and complete sets of all the documents printed by the State; and [1979, c. 541, Pt. A, §185 (NEW).]

G. Full and complete sets of the reports of the towns, cities and counties of this State. [1979, c. 571, Pt. A, §185 (NEW).]  
[ 1979, c. 541, Pt. A, §185 (NEW) .]

**2. Exchanges.** For the purpose of carrying out this section, the State Librarian shall be empowered to provide the following:

A. Conduct a system of exchanges with other libraries and institutions of learning; and [1985, c. 499, (NEW).]

B. Provide a service which will collect state and national educational research and resources to be made available to all State educators and citizens. [1985, c. 499, (NEW).]  
[ 1985, c. 499, (RPR) .]

#### SECTION HISTORY

1971, c. 480, §5 (AMD). 1979, c. 541, §A185 (RPR). 1985, c. 499, (AMD).

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## APPENDIX B

### Title 27: LIBRARIES, HISTORY, CULTURE AND ART Chapter 4: REGIONAL LIBRARY SYSTEMS

#### §110. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings. [1989, c. 700, Pt. B, §24 (AMD).]

**1. Appeals board.** "Appeals board" means the Maine Library Commission acting, on request from interested citizens, as a board of review for decisions made concerning the State's library plan.  
[ 1973, c. 626, §6 (NEW) .]

**2. Area reference and resource center.** "Area reference and resource center" means a large public, school or academic library designated by the State Librarian and receiving state aid for the purposes of making its resources and services available without charge to all residents of the district, of providing supplementary library services to local libraries within the district and of coordinating the services of all local libraries within the district that by contract become part of the library district.  
[ RR 1991, c. 2, §101 (COR) .]

**3. Common borrower's card.** "Common borrower's card" means a system of personal identification for the purpose of borrowing and returning books and other materials from any library that participates in the regional system.  
[ 1973, c. 626, §6 (NEW) .]

**4. District consultant.** "District consultant" means one who acts as a general library consultant to one or more districts.  
[ 1977, c. 125, §1 (AMD) .]

**5. District council.** "District council" means an advisory body representing a constituency of participating libraries within a geographical district.  
[ 1981, c. 464, §29 (RPR) .]

**6. District plan.** "District plan" in entirety means a statement describing the specific purposes for which the district is formed, the means and the agencies by which such purposes are to be accomplished, and an estimate of the funds necessary to their accomplishment; also the public agency which is to receive those funds.  
[ 1973, c. 626, §6 (NEW) .]

**7. Library district.** "Library district" means a defined geographic area consisting of local libraries joined cooperatively to an area reference and resource center and a research center. Local libraries within the district may also be joined cooperatively with other types of libraries.  
[ 1973, c. 626, §6 (NEW) .]

**8. Local library board.** "Local library board" means the body which has the authority to give administrative direction or advice to a library through its librarian.  
[ 1973, c. 626, §6 (NEW) .]

**9. Media center.** "Media center" means any library utilizing print as well as extensive nonprint resources and materials.  
[ 1973, c. 626, §6 (NEW) .]

**10. Public library.** "Public library" means a library freely open to all persons and receives its financial support from a municipality, private association, corporation or group. The above serves the informational, educational and recreational needs of all the residents of the area for which its governing body is responsible.  
[ 1973, c. 626, §6 (NEW) .]

**11. Regional library system.** "Regional library system" means a network of library districts interrelated by formal or informal contract, for the purpose of organizing library resources and services for research, information and recreation to improve statewide library service and to serve collectively the entire population of the State.

[ 1973, c. 626, §6 (NEW) .]

**12. Research center.** "Research center" means any library designated as such by the State Librarian and receiving state aid for the purposes of making its major research collections, under such rules and regulations as are defined by its governing board and head librarian, available to the residents of the State.

[ 1989, c. 700, Pt. B, §25 (AMD) .]

SECTION HISTORY

1973, c. 626, §6 (NEW). 1977, c. 125, §1 (AMD). 1981, c. 464, §29 (AMD). 1989, c. 700, §§B24,25 (AMD). RR 1991, c. 2, §101 (COR).

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# **APPENDIX C**

## **LIBRARY BILL OF RIGHTS**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

## APPENDIX D

### CHALLENGED MATERIALS:

#### AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form that reflects the [Library Bill of Rights](#), and that is approved by the appropriate governing authority.

Challenged materials that meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

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Adopted June 25, 1971, by the ALA Council; amended July 1, 1981; January 10, 1990.

[ISBN 8389-6083-9]

# APPENDIX E

## THE FREEDOM TO READ STATEMENT

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by

preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

*A Joint Statement by:*

[American Library Association](#)  
[Association of American Publishers](#)

*Subsequently endorsed by:*

[American Booksellers Foundation for Free Expression](#)  
[The Association of American University Presses, Inc.](#)  
[The Children's Book Council](#)  
[Freedom to Read Foundation](#)  
[National Association of College Stores](#)  
[National Coalition Against Censorship](#)  
[National Council of Teachers of English](#)  
[The Thomas Jefferson Center for the Protection of Free Expression](#)

## APPENDIX F

### REQUEST FOR RECONSIDERATION OF MAINE STATE LIBRARY MATERIAL

The Maine State Library has delegated the responsibility for selection and evaluation of library/educational resources to the Reader and Information Services Division, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library resources, please return the completed form to the Director of Reader & Information Services Division, Maine State Library, 64 State House Station, Augusta, ME 04333-0064.

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Do you represent yourself? \_\_\_\_\_ Organization? \_\_\_\_\_

Name of the Organization: \_\_\_\_\_

1. Resource on which you are commenting:

\_\_\_\_\_ Book \_\_\_\_\_ Textbook \_\_\_\_\_ Video \_\_\_\_\_ Display

\_\_\_\_\_ Magazine \_\_\_\_\_ Library Program \_\_\_\_\_ Audio Recording

\_\_\_\_\_ Newspaper \_\_\_\_\_ Electronic information/network (please specify)

\_\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Call number: \_\_\_\_\_

2. What brought this resource to your attention?
3. Have you examined the entire resource?
4. What concerns you about the resource? (use additional pages if necessary)
5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

*[This form is adapted from Sample Request for Reconsideration of Library Resources American Library Association]*